CCPS Science Unit Plan

Grade	3rd	Subject	Science	Unit #	4
Unit Name	Habitats and Adaptations		Timeline	6 weeks January 7th - February 21st	
How to use the Framework	This Framework should be used to implement daily science instruction. The resources and instructional strategies reflected in the Framework will provide a foundation for effective implementation and student mastery of standards. Please see the hyperlinked abbreviation document to ensure understanding of all abbreviations used with this framework. CCPS Department of Science Website for access to all unit frameworks.				
Unit Overview	*All resources related to this Framework are either embedded in this document or can be located via the Science Department website. **Background:** The science and engineering practice in the standard is to obtain, evaluate, and communicate information. This is the overarching science and engineering practice for each of the standards. The goal of this science and engineering practice is for students to obtain information, evaluate information, and then communicate information. Below, each of the elements has its own science and engineering practice. Georgia has five geographic regions that have distinct features such as the landforms, rocks, and soil. The climate of each region can vary as well. These factors determine where animals and plants live. Plants and animals must live in an area where their needs can be met in order for them to grow and reproduce. Plants need the right amount of sunlight, air, water, nutrients from the soil, and space in order to meet its needs. Animals need shelter, food, air, and water in order to survive. Animals have external features that help them live and grow in their habitats. These can be the shape of their ears, the number of legs, the type of mouth or beak, claws, wings, fins, etc. These features are passed from parent to offspring. Adaptations are the structure or features of an animal that allow them to live and grow in their habitat. Like external features, adaptations are inherited from parent to offspring. In third grade, we focus on four adaptations. Two behavioral adaptations: hibernation and migration and two physical adaptations: camouflage and mimicry. An adaptation is not something an animal chooses to do; it is a physical feature or instinct that they are born with. **Prerequisites:** **SKL2. Obtain, evaluate, and communicate information to compare the similarities and differences in groups of organisms.** a. Construct an argument supported by evidence for how animals can be grouped according to their features. b. Construct an argument supported by evidence for how plants can be grouped according to their features. c. Ask questions and make observations to identify the similarities and differences of offspring to their parents and to other members of the same species. **S1L1. Obtain, evaluate, and communicate information about the basic needs of plants and animals.** a. Develop models to identify the parts of a plant—root, stem, leaf, and flower. b. Ask questions to compare and contrast the basic needs of plants (air, water, light, and nutrients) and animals (air, water, food, and shelter). c. Design a solution to ensure that a plant or animal has all of its needs met. **By the end of this unit the student will be able to:**.				

- *Obtain, evaluate, and communicate* information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia.
- *Ask questions* to differentiate between plants, animals, and habitats found within the Georgia's geographic region
- *Construct* an explanation of how external features and adaptations of animals allow them to survive in their habitat.
- *Use evidence* to construct an explanation of why some organisms can thrive in one habitat and not in another.

By the end of this unit the teacher should:

- *ensure* that students can ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions
- *support* the students' plans as they carry out investigations
- *guide* constructed explanations about how external features and adaptations of animals allow them to survive in their habitat.

Teacher Notes

Standards

GSE	Science and Engineering Practices	Crosscutting Concepts
S3L1. Obtain, evaluate, and communicate information about the similarities and differences between plants, animals, and habitats found within geographic regions (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) of Georgia. a. Ask questions to differentiate between plants, animals, and habitats found within Georgia's geographic regions. b. Construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat. c. Use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.	**Asking Questions** to differentiate between plants, animals, and habitats found within Georgia's geographic regions. **Engaging in Argument from Evidence** to construct an explanation of why some organisms can thrive in one habitat and not in another.	**Structure and Function** The shape and stability of structures of natural and designed objects are related to their function/s. **Systems and System Models** Defining the system under study—specifying its boundaries and making explicit a model of that system—provides tools for understanding and testing ideas that are applicable throughout science and engineering.

NGSS Alignment

NGSS Alignment to Disciplinary Core Ideas

Life Science

ESS3-2.A Earth and Human Activity: Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans

ESS3.B Natural hazards: A variety of hazards result from natural processes; humans cannot eliminate hazards but can reduce their impacts

	These standards should be used to guide you in the selection of resources that are NGSS aligned to ensure compatibility with this unit of study.

The Phenomenon Protocol

Anchoring Phenomena	Learning Targets
Plants and Animals of the Georgia Region	The students will ask questions to differentiate between plants, animals, and habitats found within Georgia's five geographic regions.
Water Striders	The students will construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.
Bird Beaks	The students will use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.

Weekly Lesson Tasks

Navigation: Week 1 | Week 2| Week 3 | Week 4 | Week 5 | Week 6 | Return to top | Assessment Prep

Whole Group: SAVVAS
Small Group: Discovery Education: Mystery Science, Explore Learning, GaDOE Inspire Tasks, SAVVAS Leveled Readers

Week 1 Standards | Phenomenon | Weekly Lessons	
GSE:S3L1.a	**Focused Concept:** 1.The students will ask questions to differentiate between plants, animals, and habitats found within Georgia's five geographic regions.
Learning Target	The students will ask questions to differentiate between plants, animals, and habitats found within Georgia's five geographic regions.
Lab Safety and Materials	General Safety Practices ES
SEP Teacher Tip:(Day 1 and 3) To support students with the science and engineering practices for this week, follow the guidance in this protocol:	Developing model construction questions Provide constructive feedback for building a model

		Student back pocket questions		
Phenomenon: Plants and Animals of the Georgia Region			**DQ:** *What plants and animals live near you?*	
Day 1: Opening	**Day 2 : Guided Practice/ Transition**	**Day 3: Independent Practice**	**Day 4: Independent Practice**	**Day 5: Assessment / Summary**
Phenomenon **(5-7 minutes)** **Show students the phenomenon card.** **Plants and Animals of the Georgia Region** **See, Think, Wonder** Teachers should provide students opportunities to share observations and develop questions. The teacher should record students' observations on chart paper and refer back to initial student ideas throughout the week. **Inquiry Activity** **(10-15 minutes)** Habitats of Georgia **Objective:** Students will demonstrate prior knowledge about Georgia's Habitats (Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau) and the animals that live there. **Materials:** Markers Timer Poster Board/ Chart Paper **TEACHER NOTE:	**Introduce the Driving Question:** **(7 - 10 minutes)** Have students review the driving question: *What plants and animals live near you?* Use the strategy to support students with making connections and understanding the driving question (DQ). Visualizing the Driving Question Click here to access question words reference chart The process can be recorded on chart paper with the students or the teacher can complete the graphic organizer. Be sure to create a reference for students to have throughout the week. **Teacher Note:** Students should not answer the driving question at this time. Students will need to collect information, data and understanding from the phenomenon strategy, inquiry activity, investigation, text or video protocol and vocabulary strategy to develop a response in the claim-evidence-reasoning format. (3-5 teachers and students should focus on developing claim, evidence, and reasoning)	**Graphic Organizer** **(2-3 minutes for students to access)** **Inquiry Activity** **Building Habitats** **Investigation** **(35 - 40 minutes)** **Objective:** In this activity, students will build a model or create a presentation about a habitat in Georgia and present it to the class. **Materials** **Student Journal** **TEACHER NOTE: Divide students into five groups (one for each habitat). This research project is supposed to take several days to complete. Students need to be able to research their habitats to find out what animals live there and what the environment looks like. They may need to use computers or books in the library to research their habitats. Before conducting research, students should think about	**Text Annotation Strategy** **(30-45 minutes)** Have students read and annotate the following text: **Habitats of Georgia** The text for this week's lesson can be found at…. **Read Page 1 together** **Group A:** Mountain Habitat pg. 2 **Group B:** Look Out pg. 3 **Group C:** Coastal Habitat and Marsh/Swamp pg.5 **Group D:** Ocean Habitat pg. 6 The teacher should facilitate the following process.Have the students follow the text protocol facilitation directions provided in the following strategy: 3-5 Text Annotation Prot… Students should complete the following student handout as they work through the text annotation protocol: 3-5 Information Analysis Student Organizer (editable) 3-5 Information Analysis… During the teacher-led discussion, the teacher should ask the following questions:	**Summary and Assessment for Learning:** **(15 -25 minutes)** Students will write a response to the following driving question in the CER format. CER Protocol **Driving Question:** *What plants and animals live near you?* Review the claim-evidence-reasoning poster with the students **TEACHER NOTE: Provide students with sentence starters by sharing on the board: K-2 Claim-Evidence-Rea… 3-5 Claim-Evidence-Rea… Have students write their claim-evidence-reasoning **writing a claim** Have students develop a claim which is their answer to the driving question, claim. Students should use all their knowledge from the phenomenon, inquiry activity, investigation, and information analysis protocol to develop an answer to the question. **writing evidence**

Divide the class into groups. Assign each group one of Georgia's main habitats: Blue Ridge Mountains, Piedmont, Coastal Plains, Valley and Ridge, and Appalachian Plateau. Instruct students to write as many sentences as they can about their habitats in five minutes. Let all students share their sentences. The entire class listens and works together to add to the information provided by each habitat group. Ask questions to garner more information, clarify misconceptions, and facilitate this student-generated discussion.	**Claim-Evidence-Reasoning (CER) (10-12 minutes)** **Objective:** Expose students to claim-evidence-reasoning (CER) student samples below to review and understand their peers' thoughts on the topic, initiating the process of developing skills for effective argumentation. The teacher should state the following to students: "Claim-Evidence-Reasoning or CER is a way of writing that helps students understand and explain what they learn in science investigations and science ideas." Review the claim-evidence-reasoning poster with students. As a class or in student groups, provide students with this week's claim- evidence-reasoning sample. Student Sample The teacher or students should read over student sample(s) to analyze claim-evidence-reasoning protocol. Ask students to use the CER observations chart to complete the following analysis protocol: Claim-Evidence-Reasoning Record Observations Document (google doc) Claim-Evidence-Reasoning O… (PDF) *1. Identify the student's claim in the sample and have the teacher or students write their observations or questions.*	what questions they need answered in order to know more about their habitats. Students will only work on the research of their habitat today. They will construct their habitat next week.	*Compare the mountain and the piedmont region.* *What is unique about the marsh and swamp?* *How is the ocean habitat different from the other habitats in Georgia?* **TEACHER NOTE: Read and review the annotation protocol prior to providing this lesson to students. Students will need to be placed in groups or have an understanding of how the groups will change to limit time used for transitioning. **Vocabulary Words** habitat organism **Vocabulary Strategy (10-15 minutes)** **Vocabulary Four Square** Use a Think Aloud to demonstrate how to use the graphic organizer with one of the provided vocabulary words. Allow students to research the word using reference tools (google, research options, peer discussion, etc.). The teacher should model researching the word and using the information gathered to decide on another term that creates connections between the vocabulary word and another term/word. Allow students to work in collaborative groups to discuss and research the other provided	Students should provide observational or numerical data as their evidence from their investigation and write a short caption or brief description of the data they provide to support their claim. **writing the reasoning** Students will use textual evidence from the "text annotation graphic organizer" to generate the reasoning or justification in the CER format. Have students use the following template to write their claim-evidence-reasoning (CER) 3-5 Student Writing Template (editable) 3-5 Student Writing Template (pdf) **TEACHER NOTE: Have students review the student sample(s) of claim-evidence-reasoning on Day 2. Have students compare their writing to those students' samples. Ask the following questions: *How are your thoughts or understanding similar to another writer on the topic?* *How are your thoughts or understanding different to another writer on the topic?* *What would you like to learn more about? Why?* **Assessment for Learning: (10-15 minutes)** Have students complete the

	2. Identify the student's evidence in the sample and have the teacher or students write their observations or questions. *3. Identify the student's reasoning in the sample and have the teacher or students write their observations or questions.* Ask the following questions to students as they analyze the student samples: Claim-Evidence-Reasoning Q… ****Teacher Note:** As students review the student samples, they will begin to see or read vocabulary. Begin or continue a reference chart of questions or observations about vocabulary. Students will explicitly learn vocabulary on Day 4.		vocabulary terms and repeat the modeled instructional strategy. Have students collaborate, in groups, to complete the strategy for the other vocabulary terms. Allow groups to share their thinking through academic dialogue and compare their completed task with members of other groups.	following assessment to conclude this week's lesson. Habitat Week 1 Quiz **Assessment can be found in illuminate**

Small Group Tasks	**Write for teacher group; leveled readers**	**Discovery Education: Mystery Science**		

Week 2 Standards | Phenomenon | Weekly Lessons	
GSE:S3L1.a	**Focused Concept:**The students will ask questions to differentiate between plants, animals, and habitats found within Georgia's five geographic regions.
Phenomenon: Plants and Animals of the Georgia Region	**DQ:***What plants and animals live near you?*
Learning Target	The students will ask questions to differentiate between plants, animals, and habitats found within Georgia's five geographic regions.
SEP Teacher Tip:(Day 1 and 3) To support students with the science and engineering practices for this week, follow the guidance in this protocol:	Developing model construction questions Provide constructive feedback for building a model

			Student back pocket questions	
Lab Safety and Materials			General Safety Practices ES	
Day 1: Opening	**Day 2 : Guided Practice/ Transition**	**Day 3: Independent Practice**	**Day 4: Independent Practice**	**Day 5: Assessment / Summary**
Phenomenon: **(5-7 minutes)** **Show students the phenomenon card.** **Plants and Animals of the Georgia Region** **See, Think, Wonder** Teachers should provide students opportunities to share observations and develop questions. The teacher should record students' observations on chart paper and refer back to initial student ideas throughout the week. **Inquiry Activity** **(10-15 minutes)** **Building Habitats** **Objective** In this activity, students will build a model or create a presentation about a habitat in Georgia and present it to the class. **Materials** 1 Student Guide (per group) 1 Student Journal (per student) 1 Scissors (per group) 1 Computer with Internet access (per group) Assorted materials for building the habitat	**Introduce the Driving Question:** **(7 - 10 minutes)** Have students review the driving question: *What plants and animals live near you?* Use the strategy to support students with making connections and understanding the driving question (DQ). Visualizing the Driving Question Click here to access question words reference chart The process can be recorded on chart paper with the students or the teacher can complete the graphic organizer. Be sure to create a reference for students to have throughout the week. **Teacher Note:** Students should not answer the driving question at this time. Students will need to collect information, data and understanding from the phenomenon strategy, inquiry activity, investigation, text or video protocol and vocabulary strategy to develop a response in the claim-evidence-reasoning	**Graphic Organizer** **(2-3 minutes for students to access)** **Investigation** **(35 - 40 minutes)** **Building Habitats** **Objective** In this activity, students will build a model or create a presentation about a habitat in Georgia and present it to the class. **Materials** 1 Student Guide (per group) 1 Student Journal (per student) 1 Scissors (per group) 1 Computer with Internet access (per group) Assorted materials for building the habitat Suggested materials: Poster board Shoe boxes Molding clay Construction paper Markers Colored pencils Tape Glue **TEACHER NOTE: Students will finish their projects and present to the class	**Text Annotation Strategy** **(30-45 minutes)** Have students read and annotate the following text: **Animals of Georgia** The text for this week's lesson can be found at…. **Group A:** Reflect pg. 1 **Group B:** Look Out pg. 2 **Group C:** Try Now pg. 3 **Group D:** Try Now pg.4 The teacher should facilitate the following process.Have the students follow the text protocol facilitation directions provided in the following strategy: 3-5 Text Annotation Prot… Students should complete the following student handout as they work through the text annotation protocol: 3-5 Information Analysis Student Organizer (editable) 3-5 Information Analysis… During the teacher-led discussion, the teacher should ask the following questions: *Explain one adaptation that*	**Summary and Assessment for Learning:** **(15 -25 minutes)** Students will write a response to the following driving question in the CER format. CER Protocol **Driving Question:** *What plants and animals live near you?* Review the claim-evidence-reasoning poster with the students **TEACHER NOTE: Provide students with sentence starters by sharing on the board: K-2 Claim-Evidence-Rea… 3-5 Claim-Evidence-Rea… Have students write their claim-evidence-reasoning **writing a claim** Have students develop a claim which is their answer to the driving question, claim. Students should use all their knowledge from the phenomenon, inquiry activity, investigation, and information analysis protocol to develop an answer to the question.

Suggested materials:
Poster board
Shoe boxes
Molding clay
Construction paper
Markers
Colored pencils
Tape
Glue

**TEACHER NOTE:

Students will begin to build their habitats together.

Remind students they are in a group and have to share and compromise on ideas and construction.

format.

(3-5 teachers and students should focus on developing claim, evidence, and reasoning)

Claim-Evidence-Reasoning (CER)
(10-12 minutes)
Objective: Expose students to claim-evidence-reasoning (CER) student samples below to review and understand their peers' thoughts on the topic, initiating the process of developing skills for effective argumentation.

The teacher should state the following to students:

"Claim-Evidence-Reasoning or CER is a way of writing that helps students understand and explain what they learn in science investigations and science ideas."

Review the claim-evidence-reasoning poster with students.

As a class or in student groups, provide students with this week's claim-evidence-reasoning sample.

Student Sample

The teacher or students should read over student sample(s) to analyze claim-evidence-reasoning protocol. Ask students to use the CER observations chart to complete the following analysis protocol:

today.

The groups in the audience should take notes on the other habitats on their Student Journal page while the other groups present.

helps animals survive.
Explain why some animals migrate.
Which habitat is best for a gopher tortoise and why?

**TEACHER NOTE: Read and review the annotation protocol prior to providing this lesson to students. Students will need to be placed in groups or have an understanding of how the groups will change to limit time used for transitioning.

Vocabulary Words

habitat
organism

Vocabulary Strategy
(10-15 minutes)

Vocabulary Four Square

Use a Think Aloud to demonstrate how to use the graphic organizer with one of the provided vocabulary words. Allow students to research the word using reference tools (google, research options, peer discussion, etc.). The teacher should model researching the word and using the information gathered to decide on another term that creates connections between the vocabulary word and another term/word.

Allow students to work in collaborative groups to discuss and research the other provided vocabulary terms and repeat the

writing evidence
Students should provide observational or numerical data as their evidence from their investigation and write a short caption or brief description of the data they provide to support their claim.

writing the reasoning
Students will use textual evidence from the "text annotation graphic organizer" to generate the reasoning or justification in the CER format.

Have students use the following template to write their claim-evidence-reasoning (CER)

3-5 Student Writing Template (editable)
3-5 Student Writing Template (pdf)

**TEACHER NOTE: Have students review the student sample(s) of claim-evidence-reasoning on Day 2. Have students compare their writing to those students' samples. Ask the following questions:

How are your thoughts or understanding similar to another writer on the topic?
How are your thoughts or understanding different to another writer on the topic?
What would you like to learn more about? Why?

Assessment for Learning:
(10-15 minutes)

	Claim-Evidence-Reasoning Record Observations Document (google doc) Claim-Evidence-Reasoni… (PDF) *1. Identify the student's claim in the sample and have the teacher or students write their observations or questions.* *2. Identify the student's evidence in the sample and have the teacher or students write their observations or questions.* *3. Identify the student's reasoning in the sample and have the teacher or students write their observations or questions.* Ask the following questions to students as they analyze the student samples: Claim-Evidence-Reasoni… ****Teacher Note:** As students review the student samples, they will begin to see or read vocabulary. Begin or continue a reference chart of questions or observations about vocabulary. Students will explicitly learn vocabulary on Day 4.		modeled instructional strategy. Have students collaborate, in groups, to complete the strategy for the other vocabulary terms. Allow groups to share their thinking through academic dialogue and compare their completed task with members of other groups.	Have students complete the following assessment to conclude this week's lesson. **Habitat Week 2 Quiz** **Assessment can be found in illuminate**
Small Group Tasks				

Week 3

Standards | Phenomenon | Weekly Lessons

GSE:S3L1.b	**Focused Concept:**2.The students will construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.			
Phenomenon: Water Striders			**DQ:***How is a water strider able to walk on water?*	
Learning Target			The students will construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.	
SEP Teacher Tip:(Day 1 and 3) To support students with the science and engineering practices for this week, follow the guidance in this protocol:			Developing model construction questions Provide constructive feedback for building a model Student back pocket questions	
Lab Safety and Material			General Safety Practices ES	
SEP Teacher Tip: To support students with the science and engineering practices for this week, follow the guidance in this protocol:				
Day 1: Opening	**Day 2 : Guided Practice/ Transition**	**Day 3: Independent Practice**	**Day 4: Independent Practice**	**Day 5: Assessment / Summary**
Phenomenon: **(5-7 minutes)** **Show students the phenomenon card.** **Water Striders** **See, Think, Wonder** Teachers should provide students opportunities to share observations and develop questions. The teacher should record students' observations on chart paper and refer back to initial student ideas throughout the week.	**Introduce the Driving Question:** **(7 - 10 minutes)** Have students review the driving question: *How is a water strider able to walk on water?* Use the strategy to support students with making connections and understanding the driving question (DQ). Visualizing the Driving Question	**Graphic Organizer** **(2-3 minutes for students to access)** **Investigation** **(35 - 40 minutes)** How do sea lions stay warm in warm waters? **Objective:** Students will be able to explain the benefits of having a layer of fat in a cold environment.	**Text Annotation Strategy** **(30-45 minutes)** Have students read and annotate the following text: **Savvas:** **Grade 3 Topic 6** The text for this week's lesson can be found at…. **Group A:** Survival in Different Habitats pg. 220 **Group B:** Difference can Help Living Things pg. 221 **Group C:** Animal Groups pg.	**Summary and Assessment for Learning:** **(15 -25 minutes)** Students will write a response to the following driving question in the CER format. CER Protocol **Driving Question:** *How is a water strider able to walk on water?* Review the claim-evidence-reasoning poster with the students

Inquiry Activity:
(10-15 minutes)

Interactivity: Camouflage Helps Animals

Objective:

This digital activity provides an opportunity for students to explore how camouflage helps animals to survive in their environments.

**TEACHER NOTE:

Assign Interactivity in Savvas

Click here to access question words reference chart

The process can be recorded on chart paper with the students or the teacher can complete the graphic organizer.

Be sure to create a reference for students to have throughout the week.
****Teacher Note:** Students should not answer the driving question at this time. Students will need to collect information, data and understanding from the phenomenon strategy, inquiry activity, investigation, text or video protocol and vocabulary strategy to develop a response in the claim-evidence-reasoning format.

(3-5 teachers and students should focus on developing claim, evidence, and reasoning)

Claim-Evidence-Reasoning (CER)
(10-12 minutes)
Objective: Expose students to claim-evidence-reasoning (CER) student samples below to review and understand their peers' thoughts on the topic, initiating the process of developing skills for effective argumentation.

The teacher should state the following to students:

"Claim-Evidence-Reasoning or CER is a way of writing that helps students understand and explain what they learn in

Materials
petroleum jelly
cup
water
ice
spoon

**TEACHER NOTE:

Students will notice that the more petroleum jelly they put on their finger,
the warmer it will stay when dunked in a cup of ice water.

Have paper towels ready to clean up spills and for students to remove petroleum jelly from their fingers at the end of the lab.Have students wash their hands.

228
Group D: Animal Groups pg. 229

The teacher should facilitate the following process.Have the students follow the text protocol facilitation directions provided in the following strategy:

3-5 Text Annotation Prot…

Students should complete the following student handout as they work through the text annotation protocol:

3-5 Information Analysis Student Organizer (editable)
3-5 Information Analysis…

During the teacher-led discussion, the teacher should ask the following questions:

How can animals survive in different habitats?
How can organisms adaptions help them survive?
How is living in a group beneficial to animals?

**TEACHER NOTE: Read and review the annotation protocol prior to providing this lesson to students. Students will need to be placed in groups or have an understanding of how the groups will change to limit time used for transitioning.

See diagram of example

Vocabulary Words

**TEACHER NOTE: Provide students with sentence starters by sharing on the board:
K-2 Claim-Evidence-Rea…

3-5 Claim-Evidence-Rea…

Have students write their claim-evidence-reasoning

writing a claim
Have students develop a claim which is their answer to the driving question, claim. Students should use all their knowledge from the phenomenon, inquiry activity, investigation, and information analysis protocol to develop an answer to the question.

writing evidence
Students should provide observational or numerical data as their evidence from their investigation and write a short caption or brief description of the data they provide to support their claim.

writing the reasoning
Students will use textual evidence from the "text annotation graphic organizer" to generate the reasoning or justification in the CER format.

Have students use the following template to write their claim-evidence-reasoning (CER)

3-5 Student Writing Template (editable)

	science investigations and science ideas." Review the claim-evidence-reasoning poster with students. As a class or in student groups, provide students with this week's claim-evidence-reasoning sample. Student Sample The teacher or students should read over student sample(s) to analyze claim-evidence-reasoning protocol. Ask students to use the CER observations chart to complete the following analysis protocol: Claim-Evidence-Reasoning Record Observations Document (google doc) Claim-Evidence-Reasoni… (PDF) *1. Identify the student's claim in the sample and have the teacher or students write their observations or questions.* *2. Identify the student's evidence in the sample and have the teacher or students write their observations or questions.* *3. Identify the student's reasoning in the sample and have the teacher or students write their observations or questions.* Ask the following questions to		adaptation mimicry hibernation camouflage migration feature external feature **Vocabulary Strategy** **(10-15 minutes)** **Vocabulary Four Square** Use a Think Aloud to demonstrate how to use the graphic organizer with one of the provided vocabulary words. Allow students to research the word using reference tools (google, research options, peer discussion, etc.). The teacher should model researching the word and using the information gathered to decide on another term that creates connections between the vocabulary word and another term/word. Allow students to work in collaborative groups to discuss and research the other provided vocabulary terms and repeat the modeled instructional strategy. Have students collaborate, in groups, to complete the strategy for the other vocabulary terms. Allow groups to share their thinking through academic dialogue and compare their completed task with members of other groups.	3-5 Student Writing Template (pdf) **TEACHER NOTE: Have students review the student sample(s) of claim-evidence-reasoning on Day 2. Have students compare their writing to those students' samples. Ask the following questions: *How are your thoughts or understanding similar to another writer on the topic? How are your thoughts or understanding different to another writer on the topic? What would you like to learn more about? Why?* **Assessment for Learning:** **(10-15 minutes)** Have students complete the following assessment to conclude this week's lesson. **Habitat Week 3 Quiz** **Assessment can be found in illuminate**

	students as they analyze the student samples: Claim-Evidence-Reasoni… **Teacher Note: As students review the student samples, they will begin to see or read vocabulary. Begin or continue a reference chart of questions or observations about vocabulary. Students will explicitly learn vocabulary on Day 4.			
Small Group Tasks				

Week 4 Standards | Phenomenon | Weekly Lessons				
GSE:S3L1.b	**Focused Concept:**2.The students will construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.			
Phenomenon: Water Striders			**DQ:***How is a water strider able to walk on water?*	
Learning Target			The students will construct an explanation of how external features and adaptations (camouflage, hibernation, migration, mimicry) of animals allow them to survive in their habitat.	
Lab Safety and Material			General Safety Practices ES	
SEP Teacher Tip:(Day 1 and 3) To support students with the science and engineering practices for this week, follow the guidance in this protocol:			Developing model construction questions Provide constructive feedback for building a model Student back pocket questions	
Day 1: Opening	**Day 2 : Guided Practice/ Transition**	**Day 3: Independent Practice**	**Day 4: Independent Practice**	**Day 5: Assessment / Summary**
Phenomenon: **(5-7 minutes)**	**Introduce the Driving Question:**	**Graphic Organizer** **(2-3 minutes for students to**	**Text Annotation Strategy** **(30-45 minutes)**	**Summary and Assessment for Learning:**

Show students the phenomenon card.
Water Striders

See, Think, Wonder
Teachers should provide students opportunities to share observations and develop questions. The teacher should record students' observations on chart paper and refer back to initial student ideas throughout the week.

Inquiry Activity:
(10-15 minutes)

Camouflage

Materials

1 Set of Camouflage Cards (per class)
1 Student Handout (per student)
Crayons/markers (per group)

**TEACHER NOTE:

Preparation

Print and laminate the Camouflage Cards.
Print a Student Handout for each student.

(7 - 10 minutes)
Have students review the driving question:

How is a water strider able to walk on water?

Use the strategy to support students with making connections and understanding the driving question (DQ).

Visualizing the Driving Question

Click here to access question words reference chart

The process can be recorded on chart paper with the students or the teacher can complete the graphic organizer.

Be sure to create a reference for students to have throughout the week.
Teacher Note: Students should not answer the driving question at this time. Students will need to collect information, data and understanding from the phenomenon strategy, inquiry activity, investigation, text or video protocol and vocabulary strategy to develop a response in the claim-evidence-reasoning format.

(3-5 teachers and students should focus on developing claim, evidence, and reasoning)

Claim-Evidence-Reasoning (CER)
(10-12 minutes)
Objective: Expose students to claim-evidence-reasoning

access)
Investigation
(35 - 40 minutes)

How do Some birds fly so far?

Objective:

Students will investigate how wind affects birds located in different parts of a V-formation.

Materials:
electric fan
square sheet of paper
safety goggles

**TEACHER NOTE:

Students should notice that papers held closer to the fan (the front of group)
need to be held tighter than those farther from
the wind source.

Guide students to see that developing and using a model allows them to make observations, form explanations, and use the evidence and their explanations to back up their arguments they
make.

Have students read and annotate the following text:
Changing Habitats

The text for this week's lesson can be found at….

Group A: Reflect pg. 1
Group B: How can animals survive in cold weather? pg. 1
Group C: How can plants survive in hot/dry conditions? pg. 2
Group D: Changing Habitats pg. 3
The teacher should facilitate the following process.Have the students follow the text protocol facilitation directions provided in the following strategy:

3-5 Text Annotation Prot…

Students should complete the following student handout as they work through the text annotation protocol:

3-5 Information Analysis Student Organizer (editable)
3-5 Information Analysis…

During the teacher-led discussion, the teacher should ask the following questions:

How can animals survive in cold weather?
How can plants survive in hot/dry conditions?
How do some organisms change their environment to help them survive?

(15 -25 minutes)
Students will write a response to the following driving question in the CER format.

CER Protocol

Driving Question:
How is a water strider able to walk on water?

Review the claim-evidence-reasoning poster with the students

**TEACHER NOTE: Provide students with sentence starters by sharing on the board:
K-2 Claim-Evidence-Rea…

3-5 Claim-Evidence-Rea…

Have students write their claim-evidence-reasoning

writing a claim
Have students develop a claim which is their answer to the driving question, claim. Students should use all their knowledge from the phenomenon, inquiry activity, investigation, and information analysis protocol to develop an answer to the question.

writing evidence
Students should provide observational or numerical data as their evidence from their investigation and write a short caption or brief description of the data they provide to support their claim.

writing the reasoning

	(CER) student samples below to review and understand their peers' thoughts on the topic, initiating the process of developing skills for effective argumentation. The teacher should state the following to students: "Claim-Evidence-Reasoning or CER is a way of writing that helps students understand and explain what they learn in science investigations and science ideas." Review the claim-evidence-reasoning poster with students. As a class or in student groups, provide students with this week's claim-evidence-reasoning sample. Student Sample The teacher or students should read over student sample(s) to analyze claim-evidence-reasoning protocol. Ask students to use the CER observations chart to complete the following analysis protocol: Claim-Evidence-Reasoning Record Observations Document (google doc) Claim-Evidence-Reasoni… (PDF) *1. Identify the student's claim in the sample and have the teacher or students write their*		**TEACHER NOTE: Read and review the annotation protocol prior to providing this lesson to students. Students will need to be placed in groups or have an understanding of how the groups will change to limit time used for transitioning. **Vocabulary Words** adaptation mimicry hibernation camouflage migration feature external feature **Vocabulary Strategy** **(10-15 minutes)** **Vocabulary Four Square** Use a Think Aloud to demonstrate how to use the graphic organizer with one of the provided vocabulary words. Allow students to research the word using reference tools (google, research options, peer discussion, etc.). The teacher should model researching the word and using the information gathered to decide on another term that creates connections between the vocabulary word and another term/word. Allow students to work in collaborative groups to discuss and research the other provided vocabulary terms and repeat the modeled instructional strategy. Have students collaborate, in groups, to complete the strategy	Students will use textual evidence from the "text annotation graphic organizer" to generate the reasoning or justification in the CER format. Have students use the following template to write their claim-evidence-reasoning (CER) 3-5 Student Writing Template (editable) 3-5 Student Writing Template (pdf) **TEACHER NOTE: Have students review the student sample(s) of claim-evidence-reasoning on Day 2. Have students compare their writing to those students' samples. Ask the following questions: *How are your thoughts or understanding similar to another writer on the topic? How are your thoughts or understanding different to another writer on the topic? What would you like to learn more about? Why?* **Assessment for Learning:** **(10-15 minutes)** Have students complete the following assessment to conclude this week's lesson. **Habitat Week 4 Quiz** **Assessment can be found in illuminate**

	observations or questions. *2. Identify the student's evidence in the sample and have the teacher or students write their observations or questions.* *3. Identify the student's reasoning in the sample and have the teacher or students write their observations or questions.* Ask the following questions to students as they analyze the student samples: Claim-Evidence-Reasoni… **Teacher Note:** As students review the student samples, they will begin to see or read vocabulary. Begin or continue a reference chart of questions or observations about vocabulary. Students will explicitly learn vocabulary on Day 4.		for the other vocabulary terms. Allow groups to share their thinking through academic dialogue and compare their completed task with members of other groups.	

Small Group Tasks				

Week 5 Standards | Phenomenon | Weekly Lessons	
GSE:S3L1.c	**Focused Concept:**3.The students will use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.
Phenomenon: Bird Beaks	**DQ:***How does a bird's beak determine where it lives?*
Learning Target	The students will use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.

Lab Safety and Material			General Safety Practices ES	
SEP Teacher Tip:(Day 1 and 3) To support students with the science and engineering practices for this week, follow the guidance in this protocol:			Developing model construction questions Provide constructive feedback for building a model Student back pocket questions	
Day 1: Opening	**Day 2 : Guided Practice/ Transition**	**Day 3: Independent Practice**	**Day 4: Independent Practice**	**Day 5: Assessment / Summary**
Phenomenon: **(5-7 minutes)** **Show students the phenomenon card.** **Bird Beaks** **See, Think, Wonder** Teachers should provide students opportunities to share observations and develop questions. The teacher should record students' observations on chart paper and refer back to initial student ideas throughout the week. **Inquiry Activity:** **(10-15 minutes)** **Interactivity:** Animal Groups: Adaptations and Survival **Objective:** This digital activity provides an opportunity for students to explore the advantages of living in groups for different types of animals. **TEACHER NOTE: Assign Interactivity in Savvas	**Introduce the Driving Question:** **(7 - 10 minutes)** Have students review the driving question: *How does a bird's beak determine where it lives?* Use the strategy to support students with making connections and understanding the driving question (DQ). Visualizing the Driving Question Click here to access question words reference chart The process can be recorded on chart paper with the students or the teacher can complete the graphic organizer. Be sure to create a reference for students to have throughout the week. **Teacher Note:** Students should not answer the driving question at this time. Students will need to collect information, data and understanding from the phenomenon strategy, inquiry activity, investigation, text or video protocol and vocabulary	**Graphic Organizer** **(2-3 minutes for students to access)** **Investigation** **(35 - 40 minutes)** **uInvestigate** How will sea levels affect Tigers? **Objective:** Students will design a model to explain how a changing environment affects a tiger's survival. **Materials** cake pan 250 mL water 12 ice cubes ruler beaker safety goggles **Suggested Materials** soil leaves sticks rocks spoon **TEACHER NOTE: Students will use models to help	**Text Annotation Strategy** **(30-45 minutes)** Have students read and annotate the following text: **Savvas:** **Reader: All about Earth's Features** The text for this week's lesson can be found at…. **Group A:** Survival when Environment Change pg. 232 **Group B:** Changes in the Environment pg. 234 **Group C:** Case Study: Denali National Park pg. 235 **Group D:** Plants respond to Seasonal Changes pg. 238 The teacher should facilitate the following process.Have the students follow the text protocol facilitation directions provided in the following strategy: 3-5 Text Annotation Prot… Students should complete the following student handout as they work through the text annotation protocol:	**Summary and Assessment for Learning:** **(15 -25 minutes)** Students will write a response to the following driving question in the CER format. CER Protocol **Driving Question:** *How does a bird's beak determine where it lives?* Review the claim-evidence-reasoning poster with the students **TEACHER NOTE: Provide students with sentence starters by sharing on the board: K-2 Claim-Evidence-Rea… 3-5 Claim-Evidence-Rea… Have students write their claim-evidence-reasoning **writing a claim** Have students develop a claim which is their answer to the driving question, claim. Students should use all their knowledge from the phenomenon, inquiry activity, investigation, and information

	strategy to develop a response in the claim-evidence-reasoning format. (3-5 teachers and students should focus on developing claim, evidence, and reasoning) **Claim-Evidence-Reasoning (CER)** **(10-12 minutes)** **Objective:** Expose students to claim-evidence-reasoning (CER) student samples below to review and understand their peers' thoughts on the topic, initiating the process of developing skills for effective argumentation. The teacher should state the following to students: "Claim-Evidence-Reasoning or CER is a way of writing that helps students understand and explain what they learn in science investigations and science ideas." Review the claim-evidence-reasoning poster with students. As a class or in student groups, provide students with this week's claim-evidence-reasoning sample. The teacher will pull students samples from earlier in the unit for peer review. Be sure to hide student names. The teacher or students should read over student sample(s) to analyze	them construct arguments about how rising sea levels may or may not impact tiger survival. Talk about how students studied the effect of a rise in sea level without having to actually go to a particular location to study the changing sea levels. Emphasize how models provide data that can be used to form scientific arguments.	3-5 Information Analysis Student Organizer (editable) 3-5 Information Analysis… During the teacher-led discussion, the teacher should ask the following questions: *What are some ways animals survive when their environment changes?* *How do plants respond to seasonal changes?* *How does the change in the environment affect the different organisms?* **TEACHER NOTE: Read and review the annotation protocol prior to providing this lesson to students. Students will need to be placed in groups or have an understanding of how the groups will change to limit time used for transitioning. **Vocabulary Words** adaptation mimicry hibernation camouflage migration feature external feature **Vocabulary Strategy** **(10-15 minutes)** **Vocabulary Four Square** Use a Think Aloud to demonstrate how to use the graphic organizer with one of the provided vocabulary words. Allow students to research the word using reference tools	analysis protocol to develop an answer to the question. **writing evidence** Students should provide observational or numerical data as their evidence from their investigation and write a short caption or brief description of the data they provide to support their claim. **writing the reasoning** Students will use textual evidence from the "text annotation graphic organizer" to generate the reasoning or justification in the CER format. Have students use the following template to write their claim-evidence-reasoning (CER) 3-5 Student Writing Template (editable) 3-5 Student Writing Template (pdf) **TEACHER NOTE: Have students review the student sample(s) of claim-evidence-reasoning on Day 2. Have students compare their writing to those students' samples. Ask the following questions: *How are your thoughts or understanding similar to another writer on the topic?* *How are your thoughts or understanding different to another writer on the topic?* *What would you like to learn more about? Why?*

	claim-evidence-reasoning protocol. Ask students to use the CER observations chart to complete the following analysis protocol: Claim-Evidence-Reasoning Record Observations Document (google doc) Claim-Evidence-Reasoni… (PDF) *1. Identify the student's claim in the sample and have the teacher or students write their observations or questions.* *2. Identify the student's evidence in the sample and have the teacher or students write their observations or questions.* *3. Identify the student's reasoning in the sample and have the teacher or students write their observations or questions.* Ask the following questions to students as they analyze the student samples: Claim-Evidence-Reasoni… ****Teacher Note:** As students review the student samples, they will begin to see or read vocabulary. Begin or continue a reference chart of questions or observations about vocabulary. Students will explicitly learn vocabulary on Day 4.		(google, research options, peer discussion, etc.). The teacher should model researching the word and using the information gathered to decide on another term that creates connections between the vocabulary word and another term/word. Allow students to work in collaborative groups to discuss and research the other provided vocabulary terms and repeat the modeled instructional strategy. Have students collaborate, in groups, to complete the strategy for the other vocabulary terms. Allow groups to share their thinking through academic dialogue and compare their completed task with members of other groups.	**Assessment for Learning: (10-15 minutes)** Have students complete the following assessment to conclude this week's lesson. Habitat Week 5 Quiz **Assessment can be found in illuminate**
Small Group Tasks				

Week 6 Standards | Phenomenon | Weekly Lessons				
GSE:S3L1.c	**Focused Concept:**3.The students will use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.			
Learning Target	The students will use evidence to construct an explanation of why some organisms can thrive in one habitat and not in another.			
Lab Safety and Material	General Safety Practices ES			
SEP Teacher Tip:(Day 1 and 3) To support students with the science and engineering practices for this week, follow the guidance in this protocol:	Developing model construction questions Provide constructive feedback for building a model Student back pocket questions			
Phenomenon: Bird Beaks			**DQ:***How does a bird's beak determine where it lives?*	
Day 1: Opening	**Day 2 : Guided Practice/ Transition**	**Day 3: Independent Practice**	**Day 4: Independent Practice**	**Day 5: Assessment / Summary**
Phenomenon: **(5-7 minutes)** **Show students the phenomenon card.** **Bird Beaks** **See, Think, Wonder** Teachers should provide students opportunities to share observations and develop questions. The teacher should record students' observations on chart paper and refer back to initial student ideas throughout the week. Inquiry Activity **(10-15 minutes)** Changing Habitats **Objective** In this activity, students	**Introduce the Driving Question:** **(7 - 10 minutes)** Have students review the driving question: *How does a bird's beak determine where it lives?* Use the strategy to support students with making connections and understanding the driving question (DQ). Visualizing the Driving Question Click here to access question words reference chart The process can be recorded on chart paper with the students or the teacher can complete the	**Graphic Organizer** **(2-3 minutes for students to access)** **Investigation** **(35 - 40 minutes)** **Mystery Science** **Why do Dogs Wag their Tails?** **Objective** In this lesson, students discover why dogs' expressions, like tail wagging, are so useful when living in a pack. **Materials** **Field Journal** **TEACHER NOTE: We suggest students work in	**Text Annotation Strategy** **(30-45 minutes)** Have students read and annotate the following text: **Savvas:** **Reader: Learn About Living Things and Their Environment** The text for this week's lesson can be found at…. **Group A:** Season Changes pg.8-9 **Group B:** Hot Cold pg. 10-11 **Group C:** Hot Weather pg. 12-13 **Group D:** Forest Fires pg. 14-15 The teacher should facilitate the following process.Have the	**Summary and Assessment for Learning:** **(15 -25 minutes)** Students will write a response to the following driving question in the CER format. CER Protocol **Driving Question:** *How does a bird's beak determine where it lives?* Review the claim-evidence-reasoning poster with the students **TEACHER NOTE: Provide students with sentence starters by sharing on the board: K-2 Claim-Evidence-Rea…

experience the impact of the removal of items necessary for daily class procedures and the effect of the change to their classroom environment. **Materials:** None **TEACHER NOTE: Prior to students' arrival, remove typically needed materials for the beginning of class from the students' point of view. (Examples include warm-ups, journals, pencils, pencil sharpener, a few chairs, etc.) Don't tell students! 1. Start normal class procedures as though nothing is different. 2. Don't answer questions about the location of materials. Instead, instruct students to complete normal procedures. Two minutes is generally long enough. Ask students questions from the Changing Habitats	graphic organizer. Be sure to create a reference for students to have throughout the week. **Teacher Note:** Students should not answer the driving question at this time. Students will need to collect information, data and understanding from the phenomenon strategy, inquiry activity, investigation, text or video protocol and vocabulary strategy to develop a response in the claim-evidence-reasoning format. (3-5 teachers and students should focus on developing claim, evidence, and reasoning) **Claim-Evidence-Reasoning (CER)** **(10-12 minutes)** **Objective:** Expose students to claim-evidence-reasoning (CER) student samples below to review and understand their peers' thoughts on the topic, initiating the process of developing skills for effective argumentation. The teacher should state the following to students: "Claim-Evidence-Reasoning or CER is a way of writing that helps students understand and explain what they learn in science investigations and science ideas." Review the claim-evidence-reasoning poster with students.	table groups of four. The page numbers of the Field Journal will look scrambled on the printout, but when students fold them and make thor booklets, the pages will be in order.	students follow the text protocol facilitation directions provided in the following strategy: 3-5 Text Annotation Prot… Students should complete the following student handout as they work through the text annotation protocol: 3-5 Information Analysis Student Organizer (editable) 3-5 Information Analysis… During the teacher-led discussion, the teacher should ask the following questions: *How does the changing seasons affect the animals?* *What is the effect of a forest fire?* *What are some benefits of a forest fire?* **TEACHER NOTE: Read and review the annotation protocol prior to providing this lesson to students. Students will need to be placed in groups or have an understanding of how the groups will change to limit time used for transitioning. **Vocabulary Words** adaptation mimicry hibernation camouflage migration feature external feature	3-5 Claim-Evidence-Rea… Have students write their claim-evidence-reasoning **writing a claim** Have students develop a claim which is their answer to the driving question, claim. Students should use all their knowledge from the phenomenon, inquiry activity, investigation, and information analysis protocol to develop an answer to the question. **writing evidence** Students should provide observational or numerical data as their evidence from their investigation and write a short caption or brief description of the data they provide to support their claim. **writing the reasoning** Students will use textual evidence from the "text annotation graphic organizer" to generate the reasoning or justification in the CER format. Have students use the following template to write their claim-evidence-reasoning (CER) 3-5 Student Writing Template (editable) 3-5 Student Writing Template (pdf) **TEACHER NOTE: Have students review the student sample(s) of claim-evidence-reasoning on

	As a class or in student groups, provide students with this week's claim-evidence-reasoning sample. The teacher will pull students samples from earlier in the unit for peer review. Be sure to hide student names. The teacher or students should read over student sample(s) to analyze claim-evidence-reasoning protocol. Ask students to use the CER observations chart to complete the following analysis protocol: Claim-Evidence-Reasoning Record Observations Document (google doc) Claim-Evidence-Reasoni… (PDF) *1. Identify the student's claim in the sample and have the teacher or students write their observations or questions.* *2. Identify the student's evidence in the sample and have the teacher or students write their observations or questions.* *3. Identify the student's reasoning in the sample and have the teacher or students write their observations or questions.* Ask the following questions to students as they analyze the student samples: Claim-Evidence-Reasoni…		**Vocabulary Strategy** **(10-15 minutes)** **Vocabulary Four Square** Use a Think Aloud to demonstrate how to use the graphic organizer with one of the provided vocabulary words. Allow students to research the word using reference tools (google, research options, peer discussion, etc.). The teacher should model researching the word and using the information gathered to decide on another term that creates connections between the vocabulary word and another term/word. Allow students to work in collaborative groups to discuss and research the other provided vocabulary terms and repeat the modeled instructional strategy. Have students collaborate, in groups, to complete the strategy for the other vocabulary terms. Allow groups to share their thinking through academic dialogue and compare their completed task with members of other groups.	Day 2. Have students compare their writing to those students' samples. Ask the following questions: *How are your thoughts or understanding similar to another writer on the topic? How are your thoughts or understanding different to another writer on the topic? What would you like to learn more about? Why?* **Assessment for Learning:** **(10-15 minutes)** Have students complete the following assessment to conclude this week's lesson. Habitat Week 6 Quiz **Assessment can be found in illuminate**

	**Teacher Note: As students review the student samples, they will begin to see or read vocabulary. Begin or continue a reference chart of questions or observations about vocabulary. Students will explicitly learn vocabulary on Day 4.			
Small Group Tasks				

Assessment Prep (5-7 minutes)

Assessment Prep

Prepare students for assessment by reviewing the following Assessment Prep Presentation.

Provide the following guidance:

Ask the students to use what they know about the tasks completed to answer the provided assessment prep question.

- What is the question asking you?
- What do you know about the vocabulary or concept in the question?
- Is this question similar to any investigations or tasks we've completed?
- How can what you've done help you answer this question?
- Just view the assessment question: What is the question asking you?

Guide students to think about how their experience connects to the question.

Using the answer choices provided, ask the students the following:

- Identify a wrong answer: How do I know this answer is incorrect?
- Identify the right answer: How do we know this answer is correct?

Allow the students time to discuss in collaborative groups.

TEACHER NOTE: If students struggle with the question, review it the next day. Do not rush to the next question; instructional time is the only time they have to prepare for the end-of-year assessment.

Labs / Investigations

Mandatory Labs	Explore Learning Gizmo	Mystery Science

Building Habitats How do sea lions stay warm in warm waters? How do Some birds fly so far? How will sea levels affect Tigers?		**Why do Dogs Wag their Tails?**

Additional- Resources/Tasks	
Supplemental Labs	
Culminating Performance Task	
STEM Activities	
Guidance Document	Link the following : https://drive.google.com/file/d/1dDFitw1NesctodMZ9XAr7zc0-S5GZKPB/view?usp=drive_link